DOCUMENT RESUME

ED 272 688 CE 044 773

AUTHOR	LeBlanc, Darrell; Cap, Orest
TITLE	Faculty Perceptions of Nigerians Enrolled in Technical Teacher Training Programs. Report II.
INSTITUTION	Manitoba Univ., Winnipeg.; New Brunswick Univ., Fredericton.
SPONS AGENCY	Canadian Bureau for International Education, Ottawa (Ontario).
PUB DATE	May 86
NOTE	126p.; For report I, see CE 044 772.
AVAILABLE FROM	Canadian Bureau for International Education, 85 Albert, Suite 1400, Ottawa, Ontario K1P 6A4, Canada.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*College Faculty; College Students; Foreign Countries; *Foreign Students; Higher Education; *Preservice Teacher Education; *Program Attitudes; Program Effectiveness; Program Implementation; Program Improvement; *Teacher Attitudes; Technical Education; *Vocational Education Teachers
IDENTIFIERS	*Nigerians; University of Manitoba (Canada); University of New Brunswick (Canada)

ABSTRACT

The purpose or immediate goal of the Nigerian Technical Teacher Training Project was to provide for a Bachelor of Education degree program, but the long-range goal was to develop and provide Nigeria with a pool of trained technical instructors. An evaluation of the program was made by gathering the perceptions of the implementation of the program by faculty and advisors. A sample of 10 professors/advisors answered a questionnaire with a Likert-type scale regarding their perceptions of the Nigerian students' experiences in the program. Results of data analysis showed that the respondents attitudes were primarily positive. The faculty/advisors generally agreed that the Nigerian students were polite and courteous, were integrated into campus life, were hard working and conscientious, and were productive members of group projects. Based on results of the study, recommendations were made for improvement in the following areas: general recommendations on such topics as selection of candidates, formation of a planning and review conference, and cultural awareness activities, the government of Nigeria's involvement in the total program, preparation for departure from Nigeria, arrival in Canada, Canadian Bureau for International Education activities, responsibilities of the educational institution and opportunities within the institute of earollment and community, project personnel, programs, living conditions and cultural integration, and departure from Canada. (KC)

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FACULTY PERCEPTIONS OF NIGERIANS ENROLLED IN TECHNICAL TEACHER TRAINING PROGRAMS

REPORT II

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NIGERIAN PROJECT

PROJECT TITLE: Nigerian Technical Teacher Training Project

GRANT SOURCE: Canadian Bureau for International Education

EXECUTING AGENCY: University of Manitoba
Faculty of Education

University of New Brunswick
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This report was developed under Grant from the Canadian Bureau for International Education, Ottawa. The points of view and opinions expressed in this document do not necessarily represent the official views of C.B.I.E.

ABSTRACT

The Nigerian Technical Teacher Training Project was conducted by two agencies; (1) University of Manitoba/Red River Community College and (2) University of New Brunswick. The purpose or immediate goal was to provide for a Bachelor of Education degree program (program profiles are provided for participating institutions) but long range goal was to develop and provide Nigeria with a pool of trained technical instructors.

More specifically this study focuses on the effectiveness of mandate implementation. This evaluation addresses "success (on/or weakness of) implementation" as perceived by Nigerian and selected Canadian students, as well faculty/advisors.

The results generally revealed a positive reaction to what had been accomplished. There were weaknesses identified such as intensity (time) of the program. From these experiences a number of recommendations of a general and specific nature are provided to guide decision-makers who are in a position to plan for future similar endeavors.

The initial results of the project were discussed widely through presentations at conferences, seminars, and submission of Project reports. This additional input was assessed in light of the mandate and reactions of the various populations. The final result is as reported in the recommendations chapter of Report II - Faculty/Advisor

Perceptions of Nigerians Enrolled in the Technical Teacher Training Program.

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NIGERIAN TECHNICAL TEACHER TRAINING PROJECT

The following report is the second of two reports regarding the assessment of the Bachelor of Education-Technical Teacher Training Project. The Project was conducted at the University of Manitoba and the University of New Brunswick over a three year period.

This report - Report II first provides the foundation which the assessment is leased. However, the primary focus of Report II is the perceptions of the faculty members and Nigerian and Canadian advisors. Information regarding these perceptions provides in descriptive form based on the results of respondents input.

The questionnaires, which structured the information from respondents are located in the Appendices of this report.

The recommendations and implications drawn from these data are also provided in this Report.

I. INTRODUCTION

Nigeria is a nation with a population of approximately eighty million people made up of a multi-lingual, multi-tribal groupings that differ in cultural and ethnic backgrounds. Nigeria was a British colony until its independence in 1960. It became a Republic in 1963. Currently, Nigeria is a Federation of nineteen states with Lagos as the capital city.

Since independence the Republic of Nigeria has recognized the importance of increasing the number of students entering secondary and post-secondary vocational/technical programs. The importance of development and the role education could play, has been accentuated since the early 1970's as a result of the oil boom. The rapid development of this industry further emphasized the need for skilled workers. It was realized that the graduates of vocational/technical training institutions would be an important ingredient in the promotion of not only the industrial sector but also of the nation in general. With the availability of the financial resources resulting from the oil industry, the government could finance rapid development of the workforce's expertise. It was this drive for modernization and the acquisition of new technology which gave the Federal Government the impetus to sponsor students who would leave Nigeria for countries that could assist students in acquiring the skills needed by the Nigerian government. The

"Crash Program" was one attempt to send Nigerian citizens abroad to obtain the expertise the country lacked.

In the short term, utilizing training facilities in other countries can be of benefit, but in the long term it establishes a dependence which is not totally acceptable. Nigerian educators realized this and also realized that before Nigerian training institutions could be established and enlarged, properly trained instructors were needed to teach in these facilities. Since Nigeria did not have technical teacher education institutions, capable of providing such instruction, representatives of the Federal Ministry of Education travelled abroad to examine programs in other countries and to identify potentially viable programs that would serve their needs.

The Nigerian Federal Ministry of Education approached the Canadian Bureau for International Education for assistance in identifying appropriate training programs and then to act on its behalf in negotiations with selected Canadian Teacher Education Institutions. The Canadian Bureau for International Education is a Canadian Government bureau comprising several divisions. It was the Contract Education and Training Service Division which assumed responsibility for administering the training program once the selection of training institutions had been made.

Thus when it was decided to utilize the teacher preparation programs at the University of Manitoba and the University of

New Brunswick, the Contract Education and Training Division of the Canadian Bureau for International Education detailed what institutional responsibility would entail and then monitored the situation and administered student allowances and benefits.

In summary, for the past twenty five years the number of Nigerians going abroad, to obtain skills, has increased very rapidly. In fact, the entire educational system has experienced exponential growth. Greater emphasis has been placed on education and training, once "oil boom development" got under way and financial resources became more readily available.

The oil industry has emphasized the fact that the world wide dissemination of scientific knowledge and technological innovations can have a tremenduous impact on a domestic scene. Those who have been abroad and taken part in programs such as the Crash Program and the Technical Teacher Training Project, which present and explore new technology and the most effective was of passing this information on to others, are in a crucial position in terms of providing the leadership necessary for the Republic to decrease and then eliminate its dependence on the developed countries to provide expatriate officials, advisors and specialists. It will be such individuals, as those who were used in this study, who will be the leaders who develop cadres of administrators, teachers, researchers, politicians, business

entrepreneurs and other leaders who will form the foundation of a modern community.

The two institutions selected to provide the technical teacher preparation programs are institutions which have had a long history of preparing prospective instructors for the education and training institutions of their respective provinces. Each institution provides teacher preparation experiences and ultimately a Bachelor of Education degree with emphasis in vocational/technical training.

The contract between the institutions and the Canadian Bureau for International Education dictated that the training period would be for a maximum of two years (24 months). During that period of time the students were required to complete all degree requirements. Time restraints were based on the fact that the Nigerian students would be graduates, or have equivalent qualifications, of a two year technology program from a Canadian Community College. This would make these students eligible for advance credit. Advance credit was a very important feature of the program. With this advance credit it would be possible to complete degree requirements within the two year period stipulated in the contract.

Another important fact to note is that restrictions such as the time period, made the design of a "tailor made program" imperative, since courses not normally scheduled had to be offered during May to September time period. This also

required the adjustment of the degree format to compensate for a wide variety of required courses, teaching and industrial experiences. These had to be provided in such a way that they would be in harmony with the regulations of the respective institutions.

Program participants were eligible for admission and were administered according to the following guidelines.

- submit all transcripts of course work completed at other institutions and provide evidence of work experience/participation, if any.

- enroll in the appropriate teacher training program(s) and register on a full time basis in the appropriate university for the duration of their studies.

- upon successful completion of all academic requirements of the respective institutions, the institution, which the individual attended, would grant a Bachelor of Education degree to that individual.

- not receive a teaching certificate or be eligible for a Provincial teaching certification unless they:

  a) are Canadian citizens or have obtained landed immigrant status

  b) submit appropriate documentation of work experience. Work experience which is acceptable and verifiable.

c) possess an acceptable journeyman's certificate or equivalent in a designated trade, which is a major subject area taught in the public school system and also have a minimum of five/six years of approved work experience in that trade, including the apprenticeship period. For technology areas, and areas other than designated trade areas, university equivalency regulations would be applicable.

The intensive, time restricted programs which were designed at the participating institutions were of twenty four months duration with almost continuous instruction. There were intakes of students at each institution with the initial intake in September 1982 and the second intake in September 1983.

A. PROGRAM GOALS AND OBJECTIVES

The mandate of the participating institutions was to develop a vocational/technical educating training which would lead to the Bachelor of Education degree. The long range objective of this program was to provide Nigeria with a pool of trained vocational/technical instructors.

The objectives of the two degree programs were as follows:

1. to provide related and academic knowledge and skills to enhance the student's background for vocational/technical instructor preparation.

2. To provide pedagogical, professional knowledge and skills related to the effective preparation of instructors in vocational/technical education.

3. To provide the opportunity for Nigerian technical students to obtain a recognized Bachelor of Education degree.

B. PROGRAM FORMAT - UNIVERSITY OF MANITOBA

The University of Manitoba is a public institution established in 1877 by an Act of the Manitoba Provincial Legislature. The Faculty of Education which was responsible for the Nigerian program, is dedicated to the preparation of professional teachers who demonstrate competence and scholarship in teaching as well as a commitment to continuing professional growth. The University, along with the Red River Community College cooperated in providing the total program, the University awarded the Bachelor of Education degree, upon the student's successful completion of the program requirements.

More specifically, the Alternative Vocational Teacher Education Program at the University is an integrated program offered jointly by the Faculty of Education and the Teacher Education Division of Red River Community College. The first year (30 credit hours) of the program is granted on the strength of two years post-secondary technical training

which has been successfully completed at a Canadian or other approved institution(s).

Thirty three credit hours of the program were offered on the campus of Red River Community College. Instruction was provided during the months of May and August periods which were within the twenty four months of the program. Table I outlines the courses included in this segment of the program, with their equivalent credit hours. The Red River Community College Portion of the program had the students enroll in professional courses in both general and industrial education, along with general teaching methods. The student teaching component of their program was provided during this period.

Students attended the Faculty of Education during the regular semesters of the two year period of the Alternatives Vocational Teacher Education Program. While at the Faculty of Education the students were enrolled in professional education and vocational/technical education courses and selected their second teachables from an approved list, refer to Table II.

TABLE I

ALTERNATIVE VOCATIONAL TEACHER EDUCATION PROGRAM (AVTEP)

CREDIT HOURS REQUIRED BY RED RIVER COMMUNITY COLLEGE

30	33	
30 credit hours transferred from approved two year technical training completed at other Institution.	B22-E204 Educational Testing and Evaluation	3
	B22-E206 Educational Psychology	3
	B23-E103 Audio Visual Education	3
	B23-E201 Organizing Industrial Education Facilities	3
	B23-E202 Principles of Industrial Education	3
	B23-E203 Course Development in Industrial Education	3
	B24-T030 Related Technical and School Experience Program	9
	B23-E105 General Teaching Methods I	3
	B23-E205 General Teaching Methods II	3
	B23-E301 Independent Study	(3)
	B23-E302 Independent Study	(3)
	(Optional - by arrangement)	

TABLE II

ALTERNATIVE VOCATIONAL TEACHER EDUCATION PROGRAM (AVTE)

CREDIT HOURS REQUIRED BY UNIVERSITY OF MANITOBA
FACULTY OF EDUCATION

63

116.101	Social Foundations of Education	3
116.301	School Organization	3
4.091	English Composition	3
Vocational Education (6 credits) (select two 1/2 courses from list)		3
81.205	Planning and Management	3
81.208	Problems and Trends	3
81.217	Business and Industrial Enterprises	3
81.309	Principles and Methods of Cooperative Work Education	3
One courses for the second teaching area		6
Vocational Education (12 credits) (select appropriate block)		
Health Occupation Block		
81.211	Health Education	3
81.399	Independent Problem	3
81.209	Outdoor Education	3
	Elect Educational Course	3
Trade & Technical Block		
81.310	Technical Elective	3
81.311	Technical Elective	3
81.312	Technical Elective	3
81.313	Technical Elective	3
Related Occupations Block (commercial art, food services, cosmetology)		
81.399	Independent Problem	3
81.405	Media Production	3
	Elect Education Courses	6

63202	Communications	3
43.304	General Learning Disabilities	3

Vocational Education (6 credits)

81.4XX	Laboratory Methods for Students with Special Needs	3
81.3XY	Supervision of Vocational Education	3

Academic course for second teaching area	12

Elect either one additional academic course in second teachable or one methods course in the second teachable area	6

Possible areas for second teachable subjects:

Art
German
Music
French
History
English
Agriculture
Life Sciences
Ukrainian
Spanish
Sciences
Mathematics
Theatre
Geography
Computer Science

C. PROGRAM FORMAT - UNIVERSITY OF NEW BRUNSWICK

The University of New Brunswick is a Provincial Public institution which was established in 1785. The Division of Vocational Education, within the Faculty of Education, was responsible for the Nigerian Project. The Faculty of Education is responsible for the preparation of professional, competent teachers for the provincial public educational system. Since the University of New Brunswick has the academic components (courses) and physical facilities (laboratories) and other resources required to provide degree requirements, the total program was contained within the Faculty and Division. In other words a second institution was required to help provide the teacher training program. The University of New Brunswick had complete control over the entire Nigerian Technical Teacher Training Program and awarded the Bachelor of Education degree upon the student's successful completion of the program requirements. The program format, which was utilized, was the one designed for those who have a technology/trade background and have appropriate work experience in the area for the required number of years.

Since the program was a Senate approved and recognized University of New Brunswick degree program, specific requirements had to be met. Each student and every program had to be structured according to the regulations dictated by the Senate, both in terms of the awarding of advance

credit and the selection of courses to be taken to complete the degree.

The structure of the degree is outlined in Table III. This is a program advisor's guideline. Deviations from the advisor's form, and indeed all courses in general, had to be approved by the student's assigned program advisor. As a person who had access to the files, and program, the Student Advisor became knowledgeable of the student's background, career goals and desires, so was in a good position to support the flexibility required to meet individual aspirations.

TABLE III

PROGRAM FORMAT
B.ED INDUSTRIAL VOCATIONAL PATTERN

STUDENT_____ Student No. _____

FACULTY ADVISOR _____

		COMPLETED		
A.	Arts/Science (30-36 cr. hrs.)	Session	Date	Credit
	1 Math or approved Alternative (6 cr. hrs.)			
	_____	_____	____	_____
	_____	_____	____	_____
	1 Science or approved alternative (6 cr. hrs.)			
	_____	_____	____	_____
	_____	_____	____	_____
	Plus 18-24 cr. hrs.			
	_____	_____	____	_____
	_____	_____	____	_____
	_____	_____	____	_____
	_____	_____	____	_____
	_____	_____	____	_____
	_____	_____	____	_____
B.	Education (48 to 54 cr. hrs.)			
	EDUC 1003-Orientation to Teaching	_____	____	_____
	1004-Introduction to Teaching	_____	____	_____
	2004-Child Development	_____	____	_____
	2005-Applied Learning & Assessment	_____	____	_____
	3004-Social, Philosophical & Historical Foundations	_____	____	_____
	3005-Admin. & Legal Foundations	_____	____	_____
	EDCI 1214-Communications	_____	____	_____
	1215-Communications	_____	____	_____
	EDVO 3975-Teaching Industrial Education	_____	____	_____
	EDVO 4977-Curriculum Dev. in Industrial Education	_____	____	_____
	EDVO 4980-Industrial Vocation Practicum	_____	____	_____
	Plus 2 others in Vocational Education (12 cr. hrs.)			
	_____	_____	____	_____
	_____	_____	____	_____

C. Technical Specialty (VPTO 30 cr. hrs.)
Trade Competency

_____	_____	____	_____
Technical Options			
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
		TOTAL	138

NOTE: The difference between the number of credit hours allowed in the trade competency and work experience area and the maximum credits allowed for the technical specialty must be made up with technical option courses.

In other words, based on the type of technology program through which the individual came and other pertinent background information, the Program Advisor was able to suggest courses which related to the supported individual's area(s) of interest.

For example, in the arts and science areas, a pure math and science could be taken or replaced with a type of math and science course(s) given by another Faculty. The electives in the Arts/Science areas could be more math courses or more of the science courses they had chosen. Depending on an individual's interest, courses, such as sociology, psychology, business administration, history and so on could also be taken.

There was also some flexibility in the Education section of the program. Canadian, more specifically New Brunswick, School Law and orientation to public school teaching, along with other segments of the education component were changed as interests and regulations dictated. Certain courses were not deemed appropriate format applicable to the Nigerian program, for content would have little relationship to the Nigerian situation. However, these courses remained in the program format with the decision left to the student, and the availability of courses, to dictate as to whether certain education courses would be taken. All students had to successfully complete the communication courses or equivalent. The communication courses would meet university

English requirements for graduation but this requirement could also be met through the completion of basic English courses. To complete the Education section of the program such courses as methodology, curriculum and a minimum of twelve vocational/technical credit hours had to be taken.

The technical speciality section allowed the most flexibility in terms of individualizing unique programs to suit a student's aims and goals, while still meeting the mandate of the Canadian Bureau for International Education. The first area in the Technical section allows for advance credit for previous technical, work/academic competency gained via an approved route. As graduates with a technology certificate, the students were eligible for and awarded advance credit based on their institute of technology and/or trade school/community college course work. The remaining credits, to meet degree requirements, depended on the major area of interest as defined by the student and their technology studies. For instance, a medical laboratory technician could take chemistry, biology and nursing courses as technical electives, while a person who graduated from a civil technology program could take engineering courses. On the other hand it was also possible for a student to take practical vocational laboratory courses which related to their major area of interest and/or broadened their technical background. Thus many students took such courses as microcomputers, graphic communications, energy, materials testing and so on.

To successfully complete the degree requirements, each degree candidate had to successfully complete 138 credit hours and 23 full course equivalents of course work. Each candidate also had to maintain a minimum of a 2.0 grade point average, in order to graduate.

All the above requirements had to be done in a maximum time period of two calendar years. Therefore, as time progressed updated advisor's forms were given to the students which outlined courses which were being planned and scheduled with the Nigerian group in mind. In most cases, if there were conflicts, suitable replacements could be taken.

With the wide range of flexibility and the various possibilities one could imagine within the preceeding discussion, it takes very little thought to think of a wide variety of possible programs. This is why, if one examines the twenty nine successful candidates, there are not two programs which are identical. In other words each program was designed for the unique needs and interests of the individual.

Because of the time restrictions placed on the program, some components, available within the university, were not available to the Nigerian students. If certain of these components had been included in programs it would have required more then the two years allowed.

It was for this and other reasons that there was little opportunity to formally place students in either a formal practice teaching situation, which was external to the university, or to formally place them in an external industrial situation of any lengthy duration. In the final analysis it was decided to delete these two components and replace them with formal course requirements which required the student to practice teach and to enter industry and receive an industrial experience. This would also allow the degree requirements to be completed within the time span dictated.

D. RATIONAL, NEED FOR EVALUATION

A large number of personnel - instructors, administrators, student advisors and interested person have been involved in the Nigerian Technical Teacher Training Program (TTTP), since its inception in September 1982. In order to provide some measure of the successes and shortcomings of the Project, a feedback system was initiated which would provide data for and reflect evaluative information.

This information would be of benefit, if not required, by the participating groups in the Project. Students registered in the program as well as instructors and other responsible personnel would wish to receive such information. Supporting agencies (in this case CBIE and the Nigerian government) require information to determine the extent to which their respective needs were met by the

training provided. This is especially true for the government of Nigeria, for responsible Government personnel have to justify the considerable cost involved in the transportation and living expenses, in addition to all the training costs, of the participants.

Evaluative data reflecting program content, instructional approach and finance would be most important information because of its implications for the improvement of future technical teacher training efforts. Future programs could be made stronger and content more significantly related to the country's needs than was the case in earlier projects.

Along with the above, and to be more specific, the following reasons justify the need for evaluation to occur.

- provide all supporting agencies, Government of Nigeria, Canadian Bureau for International Education and the universities with data on which better selection and placement decisions could be made.

- provide an overall assessment as to the success of the Project.

- provide all agencies and participating parties with data which would assist in preparing more adequate orientation programs - departure for Canada and return to Nigeria. This would ensure a higher level of service to both Canadian and Nigerian students.

- provide more detailed structures from which to gain a better understanding and sense of purpose between and among the various agencies involved in this joint venture.

- assist in establishing a base for monitoring, counselling and advising students.

- determine if the vocational/technical teacher training program is accomplishing the objectives they were designed to accomplish.

- identify strengths and weaknesses of the training programs which can be considered when determining future improvements.

- determine whether the inputs of the training given - inputs such as costs, time energy, etc. justify the outcomes.

- establish a data base for future decision makers.

a) Benefits Derived from the Evaluation

1. Federal Ministry of Education (FME)
   - Justify allocation of resources for NTTP contracted.
   - International Education program
   - Justify continuation or expansion of teacher training programs in or for Nigeria

- Possess a document from which to model future/other such International Education/training Programs

2. Canadian Bureau for International Education (CBIE)
   - Justify appropriation for training programs
   - Receive feedback on students' perception and satisfaction
   - Possess data on the quality of administration which would lead to possible program improvements.

3. Universities
   - Review Program offerings
   - Determine Program strengths
   - Possess a reference model for future evaluation effort

4. Students
   - Influence future Program offerings
   - Provide input for Program improvement

E. PROGRAM EVALUATION MODEL

Curriculum evaluation involves looking at the operation of a program in real-life settings. The challenge is to collect data from a variety of information sources, from which valid inferences can be drawn for the purposes of program decision making.

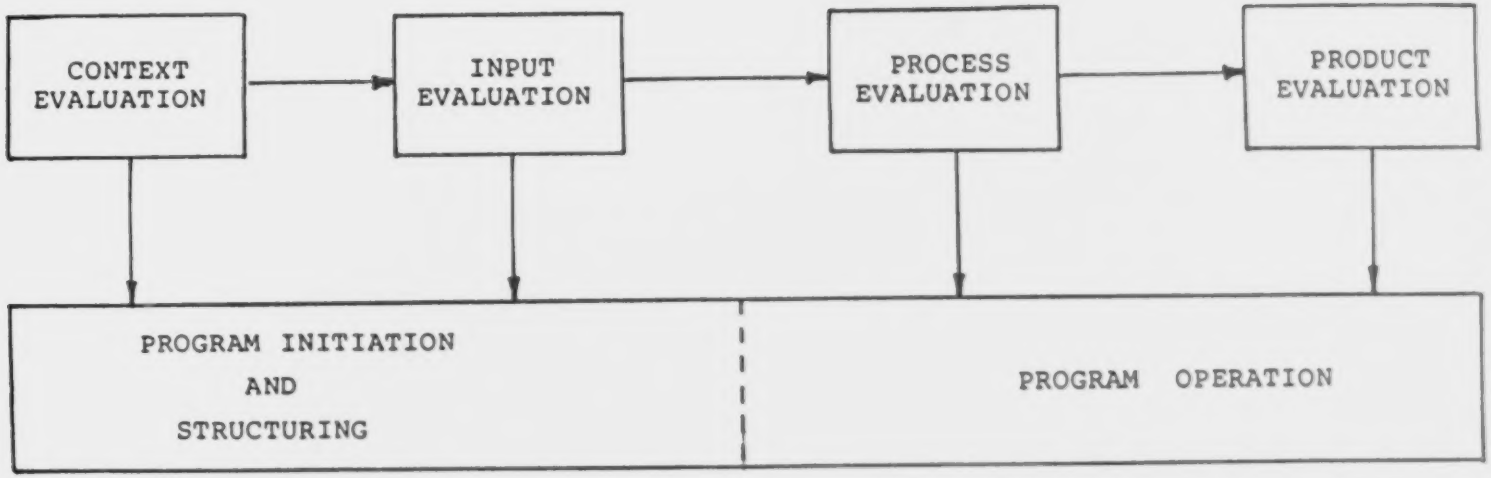

Figure I Framework for T.T.T.P. Evaluation Based on Stufflebeam's Model (Finch and Crunkelton, 1979)

The T.T.T.P. was assessed through Stufflebeam's evaluation model. Specifically, the investigators incorporated the education protocols proposed by Stufflebeam (1969), Pautler (1979) and Finch and Crunkelton (1979), as the method to conceptualize systematically educational evaluation procedures, refer to figure I.

Context, Input, Process and Product (CIPP) have been espoused by Stufflebeam (1969) as quoted by Finch and Crunkelton (1979) as the key ingredients of a comprehensive evaluation, especially when information is gathered and used for decision making. These four elements lay the foundation for any comprehensive and systematically meaningful program evaluation.

Since evaluation of an entire training program is complex and very time consuming, Project investigators decided to identify the boundaries/parameters "Program Operation - Process and Product Evaluation" upon which the entire T.T.T.P. first and second groups could be assessed.

a) Program Initiation and Structure

Context Evaluation: This refers to the training program environment in which the endeavor is possibly to be offered and what general goals and specific objectives should be incorporated.

Input Evaluation: This refers to how resources and strategies might be best utilized to achieve training program objectives. Input evaluation focuses on "intended" rather than "actual" outcomes.

b) Program Operation

Process Evaluation: This refers to the instructional program, the curriculum, the facilities and the actual teaching. Process evaluation is especially utilized when the immediate effects of instruction are being examined.

Product Evaluation: This refers to the vocational teacher education graduates and even the dropouts of the training programs. Product evaluation utilizes the former participants as a focal point in determining this aspect of program quality. Information for this segment is usually gathered from former students, supervisors and employers.

In using the CIPP model, the following factors are worthy of note.

1. The question of "which is better?" can only be answered in terms of a given context, specified levels of input and a given outcome criterion. The context, level of input and criterion of interest will vary considerably across the consumers of the evaluation.

2. It is important to look at what happens to the program in the classroom, in addition to what is suppose to happen.

3. Redundancy through the use of multiple perspectives and complimentary methodologies must be used to counterbalance the multiple threats to validity inherent in real-life settings.

4. A balance must be maintained between breadth of focus and precision of information. For instance a lot about a little is as useless as a little about a lot.

F. APPLICATION

Preliminary objectives were developed in alignment with the training program operational procedures. Objectives were examined for accuracy and clarity; they were then assembled with appropriate sub-categories, into survey instruments with demensional ranking scale. The scale (Likert) ranged from a rank of 1, indicating low importance to a value of 5, indicating major importance.

The following instruments:

- Student Perception of T.T.T.P. - First and Second Programs.
- Instructors/Professors Perception of Nigerian students - First and Second Groups.

- Canadian Vocational/Technical Education Student's Perception of Nigerian colleagues - First and Second Groups served as a basis to obtain some measureable indication about the training program operation commitment.

II. PERCEPTIONS OF PROFESSORS, INSTRUCTORS AND STUDENT ADVISORS

A. INTRODUCTION

In an attempt to obtain a perspective, other than that of a student's, the study included a group of individuals who had been in an instructional role and others who had been in an advisory and/or supervisory role in relation to the Nigerian students. The population identified for the purposes of this survey were those instructors/advisors who had continuous consultations with Nigerian students over the two year period required for a particular group of Nigerian students to complete their degree program. By consultants is meant those situations relating to occasions when professional advice was given to Nigerian students. This advice could have been in the form of advising as to CBIE guidelines, immigration information or personal concerns. The term International Student Advisor also includes those who provided advice related to courses, or a series of required activities, for which a faculty member was responsible and of which Nigerian students were part.

This included advice as to the number and type of courses, course additions and deletions and general program guidance that course instructors and program advisors would be responsible for doing. Thus this section of the study deals

with the perceptions of a representative sample of those course instructors and program advisors and international student advisory personnel who were knowledgeable about and dealt with the Nigerian students during the time they were involved in studies leading towards a univeristy degree.

It should also be pointed out that this population included both teaching and nonteaching staff who worked within the respective universities. This means that Records Office personnel, individuals working in the International Student Office and program coordinators, responsible for various parts of the Nigerian program, were also part of the population from which the respondents in this section of the study were drawn.

The responses contained in this section were obtained from two categories of faculty and staff. These two categories will be described together where similar ideas and concepts are covered by both groups. The first category includes those faculty and staffmembers who were engaged in the advising of students. This category includes the perceptions of the University International Student Advisor as well as faculty and staff who were associated with the Nigerian Project and involved, in some capacity, as student advisors. This category - Category I - will be referred to as International Student Advisors and, as indicated, includes program, social, personal, immigration, course and content advisement.

The second category comprises the perceptions of the professors and instructors who had been responsible for courses and related activities in which Nigerian Project students had been enrolled.

These two categories of personnel, by the very nature of their responsibilities, had been exposed to different abilities and had witnessed different aspects of the Nigerian students. Many of the individuals in Category I had been more involved in the "personal side" of things. This meant that they were involved in such advisement activities as program consultation and how the Nigerian students adapted to and were involved in university life as well as the community. Category II was primarily involved in the program and course side of the Project. In general, Category II was concerned with the overall performance of Nigerian students in program and course work. Therefore, exposure had primarily been related to organizational ability, study skills, attitudes and interests of the students.

It should be noted that both Category I and Category II respondents were engaged in the advising of Nigerian students even though from a different viewpoint.

B. ADVISEMENT

If an examination is made of Table I, Category I respondents, it can be seen that International Student

Advisors were quite positive regarding the Nigerian students who they advises. Generally, students were perceived to seek advice, respond well to advisement, and follow the advice which was given to them.

Advisement from another standpoint, the Category II respondents, provides a slightly different picture. Professors and instructors were somewhat divided in their views of the Nigerian students. They were certainly less positive than the International Student Advisors but it must be remembered that each category of respondents were performing their duties within a totally different context. Category I respondents were dealing primarily with social issues at a somewhat informal level while Category II respondents dealt with program and course requirement which were more formal in nature.

Professors and instructors, even though slightly more positive than negative, were, for all intents and purposes, split on how they viewed Nigerian students. Respondents were slightly more positive than negative when assessing student response to advisement, whether students sought advice on their own initiative, and adequacy of the advisement system. The other ares of advisement were perceived as being somewhat balanced in terms of positive and negative views.

When responses in both Table I and Table II are examined it can be seen that in the majority of cases there are one to

four negative responses in most response areas. Upon examination of these results, further inquiry took place. The results of that inquiry were that the group of Nigerian students would take more time than other students but essentially, they were no different than other groups of students. As with other groups of students, similar in size to the Nigerian group, many times there seems to be two or three difficult students. This was the case with the Nigerian group, there were two or three "difficult" students interms of them wanting to achieve personal rather than Project objectives. These students generally worked for the "best deal" possible for themselves, even if it meant "bending" the regulations.

It would seem that the negative responses were a result of exposure to this minority of students. With the relatively small number of advisors and teachers used, along with consideration for the variety of courses in which exposure was gained, negative responses may seem to be more important or be of higher profile than what they actually were. In other words, if advisors, professors and instructors had only dealt with the 95% of Nigerian students who "went about their business" in a professional manner and performed well, a much more positive perception would have emerged.

TABLE I

PERCEPTIONS OF PROFESSORS AND INSTRUCTORS OF STUDENT RESPONSES TOWARDS FACULTY ADVISEMENT IN NIGERIAN TECHNICAL TEACHER TRAINING PROGRAM

Q. NO	THE STUDENTS	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
E 1	Responded well to advisement.	1 (10%)	2 (20%)	2 (20%)	3 (30%)	2 (20%)	10
E 2	Followed advise provided.	2 (20%)	2 (20%)	1 (10%)	2 (20%)	3 (30%)	10
E 3	Required more advisement time than Canadian students.	0	2 (20%)	2 (20%)	3 (30%)	3 (30%)	10
E 4	Changed courses more often than Canadian students.	0	4 (40%)	3 (30%)	1 (10%)	2 (20%)	10
E 5	Sought advice on their own initiative.	0	1 (10%)	2 (20%)	7 (70%)	0	10
E 6	Felt the advisement system was adequate.	0	1 (10%)	4 (40%)	3 (30%)	2 (20%)	10
E 7	Experienced difficulties when advice not sought.	0	3 (30%)	2 (20%)	4 (40%)	1 (10%)	10
E 8	Had familiarization with Canadian system which minimized need for advice.	0	3 (30%)	6 (60%)	1 (10%)	0	10

TABLE II

PERCEPTIONS OF INTERNATIONAL STUDENT ADVISORS
TOWARDS THE NIGERIAN TECHNICAL
TEACHER TRAINING PROGRAM
(TOTALS - BOTH GROUPS)

Q. NO.	THE STUDENT	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
1	Required more advisement time than other interpational students.	0	1 (10%)	2 (20%)	4 (40%)	3 (30%)	10
2	Required more advisement time than other African students.	1 (10%)	2 (20%)	4 (40%)	2 (20%)	1 (10%)	10
3	Responded well to advisement.	0	3 (30%)	0	3 (30%)	4 (40%)	10
4	Followed advice provided.	0	3 (30%)	0	5 (50%)	1 (10%)	10
5	Required more advisement than Canadian students.	1 (10%)	1 (10%)	0	2 (20%)	6 (60%)	10
6	Sought advice on their own initiative.	0	2 (20%)	0	3 (30%)	5 (50%)	10
7	Felt the advisement system was adequate.	0	1 (10%)	4 (40%)	3 (30%)	2 (20%)	10
8	Experienced difficulties when advice was sought.	0	1 (10%)	3 (30%)	4 (40%)	2 (20%)	10
9	Felt more advisement should have been available	0	3 (10%)	4 (40%)	2 (20%)	1 (10%)	10

C. NIGERIAN STUDENT ADAPTATION AND INVOLVEMENT

Table III provides perceptions of how well Nigerian students adapted to their new surroundings and how involved they became in those surroundings.

Carrying on with the perceptions of the International Student Advisors, when Category I respondents assessed the Nigerian student's adaptation to their new environment and inolvement in that environment, their perceptions were either positive or the responses were in the undecided response category, which means that respondents were not sure or had not "made up their mind" as to whether something had occurred. The relatively large percentage of undecided response is understandable in light of the fact that advisors were involved in a variety of advisement tasks and not all advisors would have had reason or opportunity to advise in all areas. This means that not all respondents would have been exposed or encountered, (or exposure had been very limited) so no clear perception had emerged.

Generally, Nigerian students had not only integrated effectively but had participated in and contributed to both community and university campus activities. Advisors perceived this involvement to be of a positive nature and that Nigerian students were satisfied with both campus and community life. Advisors believed that Nigerian students adapted well to living conditions and even to the weather and climatic conditions of Canada. However, as can be seen,

TABLE II (Continued)

PERCEPTIONS OF INTERNATIONAL STUDENT ADVISORS
TOWARDS THE NIGERIAN TECHNICAL
TEACHER TRAINING PROGRAM
(TOTALS - BOTH GROUPS)

Q. NO.	THE STUDENTS	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
10	Were always polite and courteous.	0	2 (20%)	0	5 (50%)	3 (30%)	10
11	Were well accepted by the community.	0	0	2 (20%)	8 (80%)	0	10
12	Were active in campus activities.	0	1 (10%)	2 (20%)	7 (70%)	0	10
13	Received an acceptable level of financial support.	0	0	5 (50%)	5 (50%)	0	10
14	Were satisfied with project communications.	0	0	5 (50%)	5 (50%)	0	10

TABLE III

PERCEPTIONS OF INTERNATIONAL STUDENT ADVISORS
TOWARDS THE NIGERIAN TECHNICAL
TEACHER TRAINING PROGRAM
(TOTALS - BOTH GROUPS)

Q. NO.	THE STUDENTS	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY DISAGREE	TOTAL RESP.
1	Participated in social activities.	0	1 (10%)	3 (30%)	4 (40%)	2 (20%)	10
2	Integrated effectively into community.	0	1 (10%)	2 (20%)	5 (50%)	2 (20%)	10
3	Contributed to community activities.	0	1 (10%)	4 (40%)	5 (50%)	0	10
4	Were satisfied with their educational program.	0	0	4 (40%)	2 (20%)	4 (40%)	10
5	Were satisfied with campus life.	0	0	3 (30%)	3 (30%)	3 (30%)	10
6	Were satisfied with community life.	0	1 (10%)	4 (40%)	4 (40%)	1 (10%)	10
7	Felt they met personal goals effectively.	0	0	4 (40%)	4 (40%)	1 (10%)	10
8	Adapted effectively to community living conditions.	0	0	2 (20%)	7 (70%)	1 (10%)	10
9	Adapted effectively to weather/climate.	0	0	4 (40%)	6 (60%)	0	10
10	Secured suitable living accommodations.	0	0	8 (80%)	2 (20%)	0	10

there was a large percentage of undecided responses with regard to suitable living accommodations.

An important perception to note is the one related to community acceptance of the Nigerian students. The professors, instructors and advisors, who themselves know the community for they are members of the community, were in an excellent position to assess whether or not the community accepted the Nigerians. As noted, 80% believed that the Nigerian students had been well accepted by the community while the remaining 20% were undecided.

The perceptions of the advisors were positive both in terms of level of financial support and project communications. These perceptions and their source, should be kept in mind when reviewing the responses in similar content areas throughout the Report. For instance a comparison should be made with Nigerian student perceptions within similar areas.

D. APTITUDES AND CHARACTERISTICS

Table IV presents the perceptions of professors and instructors regarding Nigerian Student aptitudes and characteristics. Overall perceptions in this area were very positive with some negative perception evident in what would seem to be isolated incidences where difficulties may have existed. Specific difficulties are possibly not unique to the Nigerian students but were characteristic of a large number within the group. For instance many students did

have difficulty in expressing themselves in writing. Also cultural background would, in the opinion of some professors and instructors, pose some difficulty. For example many Nigerian students were not anxious to "publicize" their personal needs and problems since it might be interpreted as a sign of weakness. Furthermore, students were used to a very competitive system with a teaching career of relatively low priority. Therefore, they may have been somewhat reticent in such things as cooperating with others and being overly enthusiastic about teaching.

Having said the above, overall perceptions were very positive. In fact with the exception of "being able to express their ideas clearly in writing", all other areas were perceived as being positive. It should be noted that expression in the verbal area was perceived to be less of a problem.

Course oriented themes, ranging from interest in their work, class attendance, conscientious work, to using their time effectively, were very positive as was the comportment of students as indicated by items on appropriate dress and acting in a mature and professional way.

Themes relating to working with others were also positive but less so than the perceptions relating to course work and personal comportment reported above. Areas such as those related to cooperation and tolerance, being a productive group member and integration, were perceived as positive.

This seems to indicate that in the vast majority of cases, professors and instructors did not perceive that there were major difficulties.

Since the primary focus of this Project is on Technical Teacher training, perceptions related to "teaching" should be noted. In these areas there was some divergence of opinion. Items such as enthusiasm for teaching, participation in professional teacher activities and with exhibition of above average skills in practice teaching, show not only a greater range of response but also reveal a greater, but still low, number of responses at the negative end of the scale.

The assessment of the "abilities of the Nigerian students" may best reflect the overall perceptions of the professors and instructors. In item A20 of Table 4, respondents were asked to provide their perceptions regarding whether Nigerian students had exhibited above average abilities. There was an overwhelming (80%) positive response. In other words the Nigerian students showed themselves to be of above average abilities.

TABLE IV

PERCEPTIONS OF PROFRESSORS AND INSTRUCTORS OF APTITUDES AND CHARACTERISTICS OF STUDENTS IN NIGERIAN TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
A 1	Express their ideas clearly in writing.	0	4 (40%)	3 (30%)	3 (30%)	0	10
A 2	Express their ideas clearly verbally.	0	2 (20%)	2 (20%)	6 (60%)	0	10
A 3	Identify their needs and difficulties.	0	2 (20%)	5 (50%)	3 (30%)	0	10
A 4	Coped with differences of opinion.	0	2 (20%)	6 (60%)	1 (10%)	1 (10%)	10
A 5	Showed a high level of interest in their work.	0	0	4 (40%)	1 (10%)	5 (50%)	10
A 6	Attended classes regularly.	0	1 (10%)	0	2 (20%)	7 (70%)	10
A 7	Exhibited cooperation.	0	2 (20%)	3 (30%)	3 (30%)	2 (20%)	10
A 8	Were hard working and conscientious.	0	0	2 (20%)	4 (40%)	4 (40%)	10
A 9	Used their time available effectively-	0	0	1 (10%)	5 (50%)	4 (40%)	10

TABLE IV (Continued)

PERCEPTIONS OF PROFESSORS AND INSTRUCTORS OF APTITUDES AND CHARACTERISTICS OF STUDENTS IN NIGERIAN TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
A 10	Involved themselves in class activities.	0	2 (20%)	4 (40%)	4 (40%)	0	10
A 11	Exhibited tolerance in controversial topics.	0	0	2 (20%)	5 (50%)	3 (30%)	10
A 12	Were enthusiastic about teaching.	1 (10%)	2 (20%)	3 (30%)	3 (30%)	1 (10%)	10
A 13	Were productive members of group projects.	0	0	2 (20%)	8 (80%)	0	10
A 14	Integrated well with peers.	0	0	3 (30%)	5 (50%)	2 (20%)	10
A 15	Dressed appropriately when attending class.	0	1 (10%)	0	4 (40%)	5 (50%)	10
A 16	Personal problems did not effect class/course work adversely.	1 (10%)	1 (10%)	3 (30%)	3 (30%)	2 (20%)	10
A 17	Participated in discussions and conversations.	0	1 (10%)	3 (30%)	4 (40%)	2 (20%)	10
A 18	Participated in professional teacher activitie	1 (10%)	1 (10%)	0	8 (80%)	0	10

E. ORGANIZATIONAL ABILITIES

Table V deals with themes concerned with the organizational abilities of Nigerian students. Perceptions of professors and instructors were highly positive regarding the student's preparation prior to entering class and preparations for assignments in class. This finding agrees with the perception that students spent an adequate amount of time in planning their work - course work/material that was perceived to be mastered in an effective manner. The effectiveness of the presentation of the material can be seen in responses "exhibited logically developed ideas" and "presented material in a logical format".

A comment is in order with regard to B6 of Table V which refers to "placing personal and program goals" in proper perspective. This point relates to similar themes throughout the Project's reporting. Personal goals, other than teaching, enthusiasm for teaching and vocational/technical interests relate to this point. Each of the above themes, in their own way, has revealed an ambivalence or slightly negative response as far as various perceptions have been concerned. Possibly this is as a result of a "conflict" between personal goals and program goals which, in some instances, were quite different.

Thus the perceptions of the professors and instructors were that the organizational abilities of Nigerian students were displayed in the time and preparations that were done prior

TABLE 23 (Continued)

DESCRIPTIONS OF RESPONSES AND DISTRIBUTIONS OF ATTITUDES AND CHARACTERISTICS OF STUDENTS IN RURAL/SMALL TOWN/URBAN TEACHER TRAINING PROGRAM

Q. NO.		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
A 19	Acted in a mature, professional way.	0	0	2 (10%)	8 (80%)	0 (0%)	10
A 20	Exhibited above-average abilities.	0	1 (10%)	1 (10%)	6 (60%)	2 (20%)	10
A 21	Exhibited above average skills in practice teaching.	1 (10%)	2 (20%)	2 (20%)	5 (70%)	0	10

TABLE V

[illegible]TIONS OF PROFESSORS AND INSTRUCTORS OF ORGANIZATIONAL ABILITY OF STUDENTS IN NIGERIAN TECHNICAL TEACHER TRAINING PROGRAM

S. NO.	THE STUDENTS	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
0 1	Prepared well prior to entering class.	0	1 (10%)	0	9 (90%)	0	10
0 2	Prepared well for assignments in class.	0	1 (10%)	0	9 (90%)	0	10
0 3	Exhibited logically developed ideas	0	0	1 (10%)	6 (60%)	3 (30%)	10
0 4	Expressed course material in an effective manner.	0	1 (10%)	0	8 (80%)	1 (10%)	10
0 5	Spent adequate time in planning their work.	0	1 (10%)	3 (30%)	6 (60%)	0	10
0 6	Stated personal and course goals in proper perspective	0	1 (10%)	5 (50%)	4 (40%)	0	10
0 7	Presented material in a logical format.	0	1 (10%)	2 (20%)	5 (50%)	2 (20%)	10

to and in class and were also shown in the logically developed and presented material and the mastery of that material by the Nigerian students.

F. STUDY SKILLS AND HABITS

Table VI provides the responses of professors and instructors regarding their perceptions of the student's laboratory/study skills and habits.

This is a fairly difficult area to explain from an overall viewpoint or in a general way, for some aspects are quite positive while others are quite negative.

There is also an element of apparent conflict between the responses as indicated in the first two items of this section of the opinionnaire. The theme that "students were able to work independently" received a high positive response (agreement for) was the theme "students required much personal attention". The conflict between how one can be "independent" and still "require much personal attention" is apparent. The perceptions given by professors and instructors to these two points cannot be explained in any definitive manner, except to note that respondents may have had different things in mind. For instance, practical work may have required little guidance while library reading and research may have required more attention given to it by professors and instructors.

TABLE VI

PERCEPTIONS OF PROFESSORS AND INSTRUCTORS OF LABORATORY/STUDY SKILLS AND HABITS OF STUDENTS IN NIGERIAN TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	THE STUDENTS	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
C 1	Were able to work independently.	0	2 (20%)	1 (10%)	7 (70%)	0	10
C 2	Required much personal attention.	0	1 (10%)	3 (30%)	3 (30%)	3 (30%)	10
C 3	Used reference material effectively.	0	1 (10%)	1 (10%)	8 (80%)	0	10
C 4	demonstrated skills in the use of tools.	0	2 (20%)	3 (30%)	5 (50%)	0	10
C 5	Demonstrated skills in the use of equipment.	1 (10%)	2 (20%)	2 (20%)	5 (50%)	0	10
C 6	Maintained the tools and equipment adequately	0	1 (10%)	3 (30%)	5 (50%)	1 (10%)	10
C 7	Reported damaged tools and equipment.	1 (10%)	2 (20%)	2 (20%)	4 (40%)	0	9
C 8	Requested instruction about equipment.	1 (10%)	2 (20%)	2 (20%)	5 (50%)	0	10
C 9	Used the library effectively.	1 (10%)	1 (10%)	0	7 (70%)	0	10

Actual work related themes, whether of a theoretical or practical nature were perceived as positive. This again is not entirely consistent with above comments. However, in this section, students were perceived as being effective in the use of reference material and the library. There were also positive perceptions with regards to student demonstration of skills. Professors and instructors agreed that "skill in the use of laboratory tools and equipment and the maintenance of tools and equipment" had been shown by students.

Somewhat less positive were perceptions related to the reporting of damage to tools and equipment and the request for instruction or help. One student indicated that "when you break something before you receive instruction as to how to use it, you certainly do not report it". If this is representative of student views, it could explain some of the response in these themes. It should also be noted that if this comment is indeed true it is not atypical of students no matter what their nationality.

G. PROGRAM PERFORMANCE AND INTEREST

Table VII deals with the perceptions of the student's program performance and interest. When examining this section and reviewing comments made, it might be helpful to review and keep in mind such things as the descriptions of the two university teacher preparation programs, especially

as they relate to teaching and industrial experience components. Keeping in mind the goals and aspirations of the students may also be of assistance in a better understanding of Table 7 themes.

Perceptions as to whether or not the students required additional practice teaching experience and industrial experience were split between positive and undecided/negative. However, there was an overwhelming negative perception that students required additional laboratory/shop/theoretical/practical work in vocational education. In other words, and to state perceptions in a positive manner, professors and instructors believed that Nigerian students had acquired an acceptable level of shop theory and practice.

With regards to course and program performance, there was a very positive perception that students had done well. Course requirements and due dates had been met, concepts grasped, work challenging and applicable, and students were perceived as having the ability to actually analyze ideas.

The last two points in this section, in a way, summarize the idea of performance and interest. These two points deal with the quantity and quality of work done by the students. The perceptions of professors and instructors in these areas were very positive. It would seem that professors and instructors were well pleased with both the quantity and quality of work done by the Nigerian students. This would

tend to support the earlier response that additional or extra work was not necessary, at least in vocational education. It might be said that the Nigerian students had worked as hard, performed as well and learned as much as any other Baccalaureate.

TABLE VII

PERCEPTIONS OF PROFESSORS AND INSTRUCTORS OF PROGRAM PERFORMANCE AND INTEREST OF STUDENTS IN NIGERIAN TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	THE STUDENTS	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
D 1	Required additional practice teaching experience.	0	2 (20%)	2 (20%)	3 (30%)	2 (20%)	9
D 2	Required additional industrial experience.	2 (20%)	1 (10%)	3 (30%)	3 (30%)	1 (10%)	10
D 3	Required extra lab/shop time to do practical assignments.	2 (20%)	2 (20%)	0	2 (20%)	2 (20%)	10
D 4	Required additional theoretical work in vocational education.	3 (30%)	3 (30%)	4 (40%)	0	0	10
D 5	Required additional practical work in vocational education.	2 (20%)	3 (30%)	3 (30%)	2 (20%)	0	10
D 6	Satisfied the course requirement adequately.	0	0	0	10 (100%)	0	10
D 7	Met assignment due dates.	0	1 (10%)	0	7 (70%)	2 (20%)	10
D 8	Found course work to be challenging.	0	1 (10%)	3 (30%)	3 (30%)	3 (30%)	10
D 9	Felt they met personal goals.	0	1 (10%)	2 (20%)	6 (60%)	1 (10%)	10

TABLE VII (Continued)

PERCEPTIONS OF PROFESSORS AND INSTRUCTORS OF PROGRAM PERFORMANCE AND INTEREST OF STUDENTS IN NIGERIAN TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	THE STUDENTS	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
D 10	Exhibited ability to think and critically analyse ideas.	0	2 (20%)	1 (10%)	3 (30%)	4 (40%)	10
D 11	Grasped concepts adequately.	0	3 (30%)	2 (20%)	3 (30%)	2 (20%)	10
D 12	Found content to be applicable to their needs	0	1 (10%)	3 (30%)	5 (50%)	1 (10%)	10
D 13	Were at least average in the amount of work done.	0	0	2 (20%)	5 (50%)	3 (30%)	10
D 14	Were at least average in the quality of work done.	0	2 (20%)	3 (30%)	4 (40%)	1 (10%)	10

III. RECOMMENDATIONS

A. INTRODUCTION

This section presents a variety of recommendations for various categories relevant to the study.

1. General
2. Nigeria
3. Preparation for Departure - Leaving Nigeria
4. Arrival in Host Country
5. CBIE
6. Institute of Enrollment and Community
7. Project Personnel - Professors - Advisors
8. Programs
9. Living - Integration
10. Departure - Leaving Canada

There were many recommendations which emerged from the study. Some recommendations became evident as the data from the various population groups were compiled and reviewed. It would be a mistakened view to consider that the following presentation is either exhaustive or all inclusive. A great many subrecommendations relating to details are required once a decision is made to accept and implement one or more of the points presented for consideration by one or more of the agencies which participated in this Project.

One distinct advantage of taking a systems approach when evaluating an endeavor is that broad, overall concepts or pictures are more likely to emerge. Such was the case with this study while others came from student suggestions. As the researchers gained a better insight into the views and perceptions of the various populations it became evident that there was an urgent need to establish a set of guidelines or parameters which might be referred to as a National Training Policy. In other words what seemed to be needed was a defined Training Plan which was an integral part of a National Strategy for the use of Scholarship Training for development and improvement of the country. Such a Plan would not only provide direction and guidance for trainees but would also go a long way in assisting participating agencies to define respective responsibilities.

Approximately a decade ago the UNESCO organization made reference to the fact that many study programs, which includes the Nigerian Technical Teacher Training Project, were compartmentalized and frequently were of an ad hoc nature. The Organization went on to emphasize the need for a more integrated approach to training.

It is useful to commence the NTTTP recommendations by presenting three main points from the UNESCO suggestions of "new planning concepts and tools" regarding study abroad. These points are as follows:

1. That study-abroad programmes, of whatever type or duration, gained effectiveness if they were planned and administered as part of a total training effort, whether the training was undertaken within the country, the region, or further afield, or to general needs for qualified professionals.

2. Such an "integrated approach" required, as far as possible, the understanding and co-operation of the national officials sponsoring the project, nationals associated with the project, and those agencies, domestic and foreign, contributing financial or other assistance.

3. Improved planning and administration of the training aspect of particular projects, undertaken on a wide scale, could provide the basis for a broad training policy or manpower plan, as well as providing for the more efficient use of individuals already trained.

It is suggested that the following recommendations and discussion be examined in light of the above comments.

B. GENERAL RECOMMENDATIONS

Education is a major endeavor and a financial burden in a nation's economy, both in terms of fiscal considerations and human resource. On the one hand education is not only big business but is also an expensive business in any country while on the other hand it plays a pivotal role in national

development. In condensed form it might be said that investment in education, especially vocational-technical education is costly but necessary and indeed critical for further manpower development.

Therefore it is most important to know what is wanted, purchase what is necessary and evaluate what has been obtained. When this type of approach is the basis for decision making the results are a wise national policy guiding an effective and efficient system. When this is not the case the result is confusion which filters down to the lowest levels, in this case the trainee or student. The tension, anxieties and frustrations associated with a confused situation interface with the learning and cause many to become uninterested, resulting in underachievement or, in some cases, failure. Keeping the above in mind the following recommendations are presented for consideration. It is recommended that:

a) Selection of Candidates

1. the nominating and selecting process be based on the identified needs of the country, requirements of foreign institutions to which students will go, and the interests of potential benefactors of the training programs such as educational institutions and government agencies. In other words make selection part of a greater plan for the nation.

2. involve all participating agencies and institutions in the selection process. This will minimize difficulties at a later stage and make things easier for the trainee.

3. the Nigerian government also use the selection process as another means for communicating with potential trainees. Such things as national goals, what is required of the trainee while overseas as a representative of the country and expectations upon return would be extremely advantageous in setting an appropriate tone or set of ideas for a training program. This could also be used by foreign representatives to address such matters as culture of host country, lifestyles, immigration regulations and geographic and climatic conditions. This would inform potential trainees and provide a basis from which better personal decisions might be made.

4. the establishment of selection procedures more adequately represent and enhance the goals of the nation in general and the objectives of the specific training project in particular. In terms of a teacher training project, such things as previous display of interest in a teaching career, input from interviews and/or inventories to determine potential abilities, past history of involvement with learners

whether in church or community groups, and identification of areas of need, subject and program need and levels would greatly assist the selection. Information in these areas would help ensure that not only the most interested and capable candidates were selected but it would also help ensure that those who planned or were most likely to make a career of teaching were selected.

b) Other

1. a planning and review conference be held each year with representatives from the appropriate institutions and agencies. For instance, CIBE might bring together a spokesperson from each constituency to provide input before decisions were made and directions finalized for the next training year.

2. prior to the implementation of a similar project that a study be conducted to determine data which would assist in customizing courses for trainees. Such information as, what is required in Nigeria in terms of content, local and job site conditions, whether trainees should be prepared as change agents, whether entrepreneurial concepts should be taught, and whether trainees should be prepared for strategy development in educational planning, change and adaption would be extremely useful when customizing programs.

3. all students be made fully aware of what is to be faced in the new culture. More specifically what will be encountered with regards to finances, academic studies and regulations, socioeconomic adjustments that will be required and so on. The use of pamphlets, newsletters, lectures, films, video tapes, former students and presentations of expatriate personnel trainees a better understanding of what will be encountered upon arrival in the host country.

Generally, Nigeria might wish to consider the following:

a) regulations imposed by some foreign governments which, through restraints on purchase of foreign currency, restrict study to certain disciplines.
b) current sources of students
c) current focus on areas of study or disciplines
d) possibilities of developing interinstitutional relationships with countries for the purpose of customizing programs to better meet the requirements of the nation.
e) assessment of academic level of scholarship applicants and general English language proficiency of applicants.

Generally, institutions which are interested in international development work should consider:

a) identifying fields of study and levels of discipline interest that might be offered in the most effective and efficient manner to international students.

b) whether local climatic conditions are compatible with those with which potential trainees are familiar.

c) availability of natural, business and/or industrial resources which would make study programs relevant.

d) feasibility of providing relevant Nigerian input into the degree program, this might take the form of a practicum and/or independent study to be completed upon the trainees return to Nigeria.

C. NIGERIAN GOVERNMENT

The following suggestions are made for the consideration of the Government of Nigeria. As the representatives of Nigeria, Government officials are responsible for ensuring that public monies are expended wisely. The suggestions made will help provide a situation in which there is greater harmony within a total program while helping to ensure that greater value for the money spent is achieved.

Recommendations are as follows, it is recommended that the Nigerian Government:

1. establish a scholarship training strategy which responds to the unique needs of the country. This training strategy would be an integral part of the overall vision of development which the government has for the nation.

2. clearly define the goals, objectives and anticipated results envisioned for a project. This might include statements regarding need, purpose, proposed solution, expertise/content necessary, constraints such as time and other resources, and utilization of "end product" upon return to Nigeria.

3. appointment of a Project Liaison Officer who would be responsible for the project. This person would most likely be attached to the Ministry of Education and report through normal Government channels of communications. This person would be responsible, among other duties, to assist trainees in terms of maintaining open lines of communications, keep trainee families up-to-date as to what is happening and generally maintain a rapport which will enhance trainee feelings that the Government cares, wants to help and that each trainee is an important part of the Government's future planning. Essentially this post would be a coordinator or facilitator of and for scholarships and training places in foreign agencies.

4. every possible effort be exerted to develop agreements between "training facilities" in Nigeria and such "foreign training facilities" as might be in a position to assist Nigeria. Such agreements could be designed to assist with such activities as "in-country or Nigerian" practicums of either a teaching or industrial

working nature, relevancy of the foreign portion of the training program and along with Liaison Officer, an identifiable reference point within the country to which the trainee can refer. An "in-country" agency could also assist a Liaison Officer explain to the country in general and trainee families in particular why students were taking programs abroad, types of programs Nigerian young people were taking and how the trainees will help the country upon their return.

5. establish clear lines of communication with delegation of responsibilities to specific individuals, such as a Liaison Officer, who would ensure open communications with families, trainees, contracted agencies and most importantly keep Nigerian Government Officials informed as well as communicate with the host Government.

6. provide relevant materials related to and in support of scholarship program development. For a technical teacher training endeavor materials related to existing curriculum, government planning, training agencies in Nigeria (existing and those in planning stages) would be extremely valuable in making foreign courses and programs more relevant to the needs of Nigeria.

7. maintain a periodic contact with their scholarship recipients through the practice of occasional site visits. This would help establish a dialogue along with

showing tangible evidence of government interest and concern for trainees.

8. coordinate and conduct an orientation session for candidates. This would take place well in advance of their departure from Nigeria. Discussions would include travel arrangements, government expectations, parameters of their scholarship, who to contact and what to do in case of major concerns and emergencies (both in Nigeria and Canada). The format of such a session might incorporate an information period, strictly "student discussion period" where students would discuss information within their own group and finally a "wrap-up" period to answer student questions and sign any documents which might be necessary regarding allowances, benefits, programs and contract bonds.

9. a greater flow of communications be maintained between and among all project participants.

10. assistance be provided to returning trainees in terms of arrival back to Nigeria, travel to a home destination and with reintegration activities such as job information and major changes which might have occurred during the absence of the trainee.

In conclusion three important recommendations are presented for consideration:

1. the Nigerian Government make every possible effort to continue this or a similar teacher training activity for worthy Nigerians. The economic and human resource or manpower multiplier effect possible through teachers "teaching others" will pay untold long term dividends. In other words such training programs not only develop technical expertise but also develop the nation's citizenry through curriculum and classroom/peer exposure.

2. establish selection procedures which will enhance the long term development of the nation. Representation from various constitutencies is usually a part of any such process but possibly consideration should also be given to candidate's past involvement, teaching and industrial experience, commitment to national goals and teaching career, reintegration activities of practicums and bonds and, in general opening up the recruitment process to a wider spectrum of potential candidates.

3. With the completion of the NTTTP Project, as well as the results of previously completed educational endeavors, the Nigerian Government has developed an excellent "pool of expertise" from which to draw. It is recommended that the Nigerian Government eriously consider the

further development (advanced training) of selected individuals from this "pool".

Individuals who have shown leadership abilities in and some capacity for such things as administration, staff development, content specialization, organization or curriculum development, content specialization, organization or curriculum development, etc. would be encouraged and supported to gain advanced level status in areas which would enhance the national goals of the Republic.

D. PREPARATION FOR DEPARTURE - LEAVING NIGERIA

It has been said that a typical Nigerian student is one who has always relied on parents for financial and emotional support, community for social and cultural support and teachers and elderly for advice and direction. If this is the case, it places the student who is going to a totally new and different environment, at a distinct disadvantage. as a result of this type of background, a student entering a Canadian university without the support of friends and family has an almost insurmountable responsibility placed on them. They must now face the harsh realities of making singular decisions relating to such things as finances and living independently.

Confronted with a multitude of decisions which must be made there is a tendency for the Nigerian student to lose

confidence in themselves. This lack of confidence results, to a large degree, from the lack of knowledge and understanding about the ambiquities of the new cultural situation. Thus the preparation for departure is of vital importance to not only the initial success but also the overall success of the individual student as well as the total project. Departing students must be adequately prepared to cope with the initial as well as the continuing challenges of their new environment.

Therefore the following recommendations are made:

1. It is recommended that each scholarship recipient participate in, prior to departure, a Scholarship Preparation Workshop.
2. It is further recommended that;
   a) the Workshop be the responsibility of the Nigerian Government
   b) the Workshop utilize the services of representatives from the contracting agency, i.e. CBIE and institution(s) to which scholarship recipients will go.
   c) the Workshop also make use of recently returned students who have returned to Nigeria from scholarships in the appropriate country. Newly arrived expatriate personnel from the appropriate country might also be used.

It is also recommended that the Scholarship Preparation Workshop include the following:

1. conducted in a time period immediately prior to departure

2. provision of adequate information about Canadian culture, lifestyles, climate and other pertinent topics.

3. a session related to the importance of the project to the country and importance of scholarship recipient conduct, since each person is a representative, indeed an ambassador abroad, for Nigeria.

4. provision of clearly written and presented information in the form of pamphlets, brochures, films, video tapes and simulations which could be used for student review, discussion and then debate and input with the total group of scholarship recipients and Workshop organizers.

5. serious consideration be given to adjustment problems. This would include discussions on finances, drinking, dating, family and personal goals versus project goals. A significant portion of time should be spent on cultural differences. For instance in Nigeria, two male or two female friends will walk done the road sharing a friendship by holding hands. In North America there is a different connotation attached to such displays of friendship. Appreciation of such cultural differences can eliminate potentially embarrassing moments.

6. a "think time" when, after receiving initial information, students form into small discussion groups for debate and though, prior to returning to an open session with Workshop organizers.

7. emotional preparation to deal with the new environment so that initial academic performance will not be adversely affected.

8. significant time devoted perceptions regarding goals, programs, content, requirements, expectations, and in general, learning of the challenge they are entering.

9. time devoted to conditions under which the scholarship will be administered. Such topics as stipends, benefits, travel allowances, dependents, obtaining travellers cheques, money transfers, immigration and social responsibilities are extremely important in terms of coverage prior to departure. This type of information should be given in relation to specifying the roles and obligations and responsibilities of each participating agency. In fact, a contact person (with phone number and address) within each participating agency should be available to each scholarship recipient.

In conclusion, it might be noted that even if all of the above was done all problems would not be solved. A scholarship recipient, participating in a workshop is

excited, anxious and often thinking of things other than topics being discussed. However, if the Workshop is viewed as the first step in the preparation of scholarship recipients and "backed up" by similar presentations during later stages, such as upon arrival in the host country and at the educational institution, understanding and appreciation will improve, habits will change and attention will focus on the primary purpose of the scholarship - obtaining expertise for Nigerian development.

E. ARRIVAL

Initial arrival in the host country can provide a time of maximum impact for establishment of scholarship parameters. Therefore it is recommended that:

1. immediately upon arrival at a Canadian airport the students be met by a delegation representing the various constitutencies associated with the project.

2. after a night of relaxation, the following day be used for a short orientation. This orientation would include:
   a) follow-up of work done during the Scholarship Preparation Workshop in Nigeria.
   b) a more in-depth orientation to the educational institutions participating in the project
   c) major portion of time devoted to such topics as the Canadian legal system (laws and regulations related

to a foreign student), regulations and values and pointing out the relative gravity of some common offences and punishments, for instance the drinking and driving situation in Canada.

d) a session on purchasing transactions be included. For instance food, in Nigeria, is commonly purchased through bargaining transactions conducted in an "open market" atmosphere, while in Canada, there are relative few open markets and prices are clearly marked on labels therefore restricting this type of bargaining activity.

3. initial discussions begin with respect to home travel and summer (May-August) activities. Recommendations related to summer activities are made later in this report.

4. student arrival take place a minimum of two weeks prior to institutional registration

5. the foregoing to be the responsibility of and be organized by the Canadian Bureau for International Education, with representation from the participating institutions and the Nigerian High Commission to Canada.

F. CANADIAN BUREAU FOR INTERNATIONAL EDUCATION

It is realized that the Bureau has responsibilities for many projects and a large number of students. However, anything

that can be done to "personalize" CBIE's approach to individuals and/or to a particular project would greatly enhance CBIE's image. For all practical purposes CBIE is the closest official, formal point of reference. Nigeria is a long way from students and a great amount of time is required for communications, while CBIE seems "near at hand". In some respects CBIE replaces the family and elders as well as the Nigerian Government, in terms of some of the advice being sought by the students. Therefore, if an impersonal response is received it tends to promote feelings of neglect and isolation.

It is recommended that the Canadian Bureau for International Education:

1. conduct a short orientation program with students immediately upon their arrival in Canada. This would be an initial exposure to Canada, the Province and institution to which students are assigned and the role and responsibilities of CBIE. There would also be a reinforcement of topics covered during the Scholarship Preparation Workshop done in Nigeria.

2. schedule periodic formal visits to institutions participating in the project to monitor, suggest, direct and answer student concerns.

3. periodically reinforce the conditions under which students are studying. Students should have detailed

information regarding travel, shipping, medical, dental, home leaves, cases of emergencies, marriage/immigration with regards to scholarship, and program transfer.

4. establish and maintain open lines of communications between and among participating agencies and with students.

5. consider the splitting of the return shipping allowance so that there are two parts, one for the shipment of professional materials which would be of use upon their return to Nigeria and a second part for the shipment of personal effects.

6. establish guidelines for the way in which students are administered, which are in harmony with the guidelines used by other agencies involved in similar activities. Harmony is difficult to maintain when one group of Nigerian students are being supported at a certain level, while CBIE students are receiving support from CBIE at a somewhat lower level or they do not qualify at all for a certain benefit the other students might receive. Allowances and benefits should be equal to those given by other international agencies and the students be informed of whatever the decision is regarding level, as well as the justification for the decision.

7. participate in a greater number of meetings with the students to hear positive and negative aspects of the scholarship. Such meetings alleviates the concerns of students regarding agency interest in them and their program.

A major recommendation for consideration is:

8. scholarships be structured so that students return to Nigeria each summer session (May-August) at least once every two years. This would be in harmony with what some other agencies do, help the student maintain ties with Nigeria, help solve and alleviate family concerns and keep the student current in terms of the Nigerian situation.

   The summer period could be made into a working holiday whereby the student would return to Nigeria and be attached to and work for the Ministry of Education. Program course credit might be arranged so that the length of the total program would not be extended or there would only be minimal interruption.

G. INSTITUTION AND COMMUNITY

There should be definite responsibilities delegated to the educational institutions. Obviously, one responsibility is for the provision of a quality education program, but other

recommendations which participating institutions should consider are:

1. provide a thorough orientation for students which would include:
   a) introduction to the institution and Faculty in which they will take their program
   b) introduction to the community - transporting, dining, entertaining, purchasing and relaxing facilities.
   c) physically taking students to the banking and other facilities. Provision of a package of written information is useful but does not give the assistance a student needs during initial stages of integration.
   d) thorough orientation to and of the degree, curriculum and relations as well as who to see and where to go in case of difficulty.

2. appointment of a program advisor who would be the student's contact in situations involving program or course concerns. Each student should have a point of program contact and be responsible for keeping the "contact" up to date.

3. designation of a counsellor to whom Nigerian students would go for personal types of problems and concerns. Such a person could familiarize themselves with the customs of the Nigerian culture and any other influence

that might impact on the students and thus be in an ideal position to cater to the unique needs of Nigerian students.

4. educating students as to when and how to use counselling services. This learning must take place in order that students learn to trust counsellors and develop an awareness of their importance. By doing this the institution recognizes the unique characteristics and specialized philosophy of Nigeria and that it differs from Canada.

It should be noted that adequate orientation and counselling is important in achieving total integration into the new culture.

5. use of mature foreign students and community members in the orientation of new students. This will help clarify both the life in the institution as well as the community, for religious, financial, medical, business, etc, personnel could be used.

6. implementation of a compulsory language, writing, research noncredit course. What may seem a sound knowledge of the foreign language and related skills at home may not be so in the context of fast moving lectures and seminars. In a formal educational setting if language or segment of a lecture is missed, or pronounciations not understood, there can arise a state

of perplexity and loneliness, especially in a situation lacking the support of family, friends and professional colleagues.

7. a compulsory workshop, for noncredit, which would deal with academic problems which one might encounter. Just as important time must be spent on dealing with the differences between the evaluation system in Nigeria versus Canada. This would be time for explaining and discussing the new style which they will use.

8. informing the community of the project. Generally informing the community that a group of Nigerian students are attending the university for certain purposes and that they are available as guests either in private homes or public gatherings or as guests of clubs and churches.

9. establish and maintain open communication lines to project students and with all participants.

10. inform international students of the opportunities of service both within the institution and the community. Many groups welcome student presentations informing them of the customs and activities of a particular geographical region of the world.

11. allow the flexibility to "tailor make" programs, while still remaining within senate approved guidelines, to meet the unique demands of international endeavors. For

instance the possibility of having students complete degree requirements upon reutrn to Nigeria via an independent study route or some other agreed upon method of ensuring quality. The completion of a special project is another method which could be used.

H. PROJECT PERSONNEL - PROFESSORS - ADVISORS

It is recommended that project personnel or those associated with and/or working in the project be:

1. selected based on interest in and willingness to help with an international educational endeavor.

2. required to participate in an orientation for faculty members. This orientation would acquaint faculty members with both the project and students. Discussions would include the Nigerian educational system, background of students, ages, customs and programs in which enrolled.

3. committed to project aims and objectives. This might well mean participation in student activities and making time available during evening and weekends to conduct tours or make available extra laboratory or instructional time.

4. representative of as wide a variety of areas of expertise as possible. Representation from various community organizations should also be encouraged.

I. PROGRAM CONSIDERATIONS

It is recommended that programs be:

1. finalized or completed after the student has returned to Nigeria. An independent study course or special project done when back in Nigeria would not only provide relevant input in applying principles learned but would also "more closely associate the degree" with Nigeria, especially, if a Canadian and a Nigerian institution were to cooperate in such a venture. A teaching and/or industrial practicum done in cooperation with the Government and done in Nigeria are other alternatives which could be explored.

2. implemented in such a way that there is flexibility to incorporate a limited number of "student interest" courses. This could possibly be done in the elective area of programs and still be counted for degree purposes.

3. incorporate noncredit activities to prepare students for tasks which might be encountered upon their return to Nigeria. These types of activities might include such things as:

   a) noncredit activity to prepare students to go into remote areas where there are limited tools and maintenance facilities to "fix things". For instance, how to reink a "worn out" typewriter,

fabric ribbon, how do you fix, indeed make, audio/visual aids and what can be done when there is an extremely limited operating budget. This type of activity would provide helpful hints on how to make things work and provide students with a small essential tool kit. Using the kit students would learn how to "make do" with non existent resources.

4. structured in such a way that program and course conditions existing in Nigeria - incorporation of problems, trends and issues affecting teachers in Nigeria.

5. structured so that if participating agencies agree, students can return home during summer months (May-August) to do a practicum while working for the Government of Nigeria.

6. lengthened in terms of time. At least a three year period should be made available during which degree requirements can be completed.

J. LIVING - INTEGRATION

It is recommended that:

1. the project coordinator organize some social activities at the commencement of the first academic term. To these social activities should be invited not only the Nigerian students but also the Canadian students who are

in the same program(s) as the Nigerians and faculty members should also be invited.

2. communications take place in an attempt to inform university faculty and staff about the project, its aims, objectives other pertinent information so that they will be informed. Continual communications should take place to keep everyone up-to-date on what is happening in the project.

3. professional development seminars and workshops be conducted for both Canadian and Nigerian students. Such workshops and seminars could take the form of luncheon meetings where discussion might center on topics relating to transfer of technology, industrial/technical curriculum and trends, microcomputers in the technical areas and operating low cost technical programs.

4. living-integration support services be given as a responsibility to a group comprised of the International Student Advisors, counsellor and project personnel. The International Student Advisor(s) would be responsible for carrying out such activities as assistance with accommodations, educational/study tours, conferences, and special evenings such as when the Nigerian High Commissioner visits the campus.

5. occasional monitoring be done to ensure that students are living in an acceptable level of accommodations and are maintaining a proper intake of nutritional foods.

6. everything possible be done to encourage student participation in and service to community activities.

7. costs of living be constantly monitored in order to maintain allowances at a level that will adequately support the student.

K. DEPARTURE - LEAVING CANADA

By the time of departure, in many cases, there has been a lengthy absence from one's country. Also, in the midst of the initial excitment of returning home, there may be a "let down" or possibly a sense of loss for the friends and situations to which one has grown accustomed and now must leave behind. It is proposed that this and the re-entry experiences would be easier and more positive if students were mentally prepared for their return. Helping returnees to think through the various phases of their departure and home-coming can be very beneficial. Preparation can ease shock and prepare for any adjustment problems of either a personal or professional nature.

It is recommended that:

1. students be involved in Re-entry Transition Workshops prior to leaving Canada for their return to Nigeria. It

is likely that the return home is as difficult as the initial arrival period in Canada and resulting culture shock may be a significant impediment to the effective use of education received abroad. Exercises suggested for students are such activities as thinking of two practices, conventions or ways of doing things in your home country that you are looking forward to doing upon your return. These are things that are missing and do not exist in Canada. Another exercise might be to think about the expectations of your friends, family and country and reflect on the job you envision doing upon your return.

2. the International Student Advisors assist students with problems associated with their return. Such activities as "pooling" shipping allowances can result in fewer concerns and result in large savings.

3. students be encouraged, indeed financially supported, to ship home as much professional work related materials as would be helpful for an instructor. Current resources might not be readily available in Nigeria so each person should be allowed/entitled to take a small resource home with them.

APPENDICES

APPENDIX A

NIGERIAN STUDENT QUESTIONNAIRE

I. DEMOGRAPHICS

NAME: _____

AGE: _____ NUMBER OF YEARS IN CANADA: _____

AREA OF EXPERTISE: _____

FATHER'S OCCUPATION: _____

MOTHER'S OCCUPATION: _____

MARITAL STATUS: _____

NUMBER OF CHILDREN IF MARRIED: _____

II. STAFF TEACHING

Please indicate whether you STRONGLY AGREE or STRONGLY DISAGREE by marking the appropriate letter on the score card. Your level of agreement ranges from "A" = STRONGLY AGREE TO "E" = DISAGREE.

1. Instructor preparation for class was very good.
2. Instructor knowledge of subject matter was very good.
3. Presentation of subject matter was very good.
4. The instructor stimulated my interest.
5. Use of class time was effective.
6. Instructor attendance was reliable.
7. Instructors were readily available.

8. Instructors provided enough time to deal with my problems.
9. Instructors clearly explained requirements.
10. Assignments could be related to the needs of Nigeria.
11. Instructors were willing to give individual help when asked.
12. Instructors were interested in Nigerian problems.
13. Instructors allowed Nigerian examples to enter class discussions.
14. Instructors helped you to become more aware of Canadian problems.
15. Instructors made an effort to learn about Nigerian problems.

Please indicate your levels of satisfaction or dissatisfaction with the following items by marking a number ranging from VERY SATISFIED to VERY DISSATISFIED.

VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED
A	B	C	D	E

16. Teaching ability of community college staff.
17. Teaching ability of university staff.

III. PROGRAM ADMINISTRATION

A. CBIE

Please indicate your levels of satisfaction or dissatisfaction with the following items marking a number ranging from VERY SATISFIED to VERY DISSATISFIED.

VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED
A	B	C	D	E

1. C.B.I.E. officer
2. C.B.I.E. communications
3. Salary stipends
4. C.B.I.E. policies
5. Medical benefits
6. Travel arrangements return to Nigeria
7. Shipment of personal effects
8. C.B.I.E. briefing

Please indicate whether you STRONGLY AGREE or STRONGLY DISAGREE by marking the appropriate letter on the score card. Your level of agreement ranges from "A" = STRONGLY AGREE to "E" = STRONGLY DISAGREE.

9. Overall assistance I received form C.B.I.E. was good.
10. Adequate information and time was provided by C.B.I.E.
11. I received adequate help when transferring from the community college to the university.

12. Overall health and medical benefits were satisfactory.
13. Before departure I expected my overseas program to be a rewarding experience.
14 While still in Nigeria I was adequately prepared for Canada and my scholarship requirements.
15. I was adequately prepared to face the challenges of overseas work.
16. Before departure I never doubted I would do well in my program work.
17. I have done a very good job of fulfilling my responsiblities.

Please indicate your levels of satisfaction or dissatisfaction with the following items by marking a number ranging form VERY SATISFIED to VERY DISSATISFIED.

VERY SATISFIED A	SATISFIED B	UNDECIDED C	DISSATISFIED D	VERY DISSATISFIED E

18. University program coordinator/advisor.
19. University International Student advisor.
20. University communications.
21. University policies.
22. University briefing.
23. Orientation and adjustment to university was satisfactory.
24. Your program advisor was willing to give you assistance.

IV. SPONSORING AGENCY

Please indicate your levels of satisfaction or dissatisfaction with the following items by marking a number ranging from VERY SATISFIED to VERY DISSATISFIED.

VERY SATISFIED A	SATISFIED B	UNDECIDED C	DISSATISFIED D	VERY DISSATISFIED E

1. Government of Nigeria communciations.
2. Government of Nigeria policies.
3. Travel to Canada.
4. Government of Nigeria briefing.

V. CURRICULUM

A. COURSES (University/College)

Please indicate whether you STRONGLY AGREE or STRONGLY DISAGREE by marking the appropriate letter on the score card. Your level of agreement ranges from "A" = STRONGLY AGREE to "E" = STRONGLY DISAGREE.

1. Science courses, which were allowed in my program, made an important contribution to my teacher training.
2. Art courses, which were allowed in my program, made an important contribution to my teacher training.
3. Technical elective courses, which were allowed in my program, made an important contribution to my teacher training.

4. The education courses made an important contribution to my teacher training program.
5. English/communications courses made an important contribution to my teacher education program.
6. There was enough flexibility to take technical elective courses.
7. There was enough flexibility to take general elective courses.
8. Courses helped me appreciate the history of education in general and vocational/technical education in particular.

B. WORK EXPERIENCE PLACEMENT

Please indicate your levels of satisfaction or dissatisfaction with the following items by marking a number ranging from VERY SATISFIED to VERY DISSATISFIED.

VERY SATISFIED A	SATISIFIED B	UNDECIDED C	DISSATISFIED D	VERY DISSATISFIED E

9. Industrial experience
10. Industrial experience postings
11. Amount of industrial exposure

C. STUDENT TEACHING PLACEMENT

12. Practice teaching experience
13. Teaching practice postings

14. Teaching practice supervision
15. Amount of teaching practice

D. ACADEMIC RESOURCES

16. University workshops
17. University classrooms
18. University equipment
19. Training supplies
20. Audio-visual equipment
21. Support staff

VI. PROGRAM ASSESSMENT

Please indicate whether you STRONGLY AGREE or STRONGLY DISAGREE by marking the appropriate letter on the score card. Your level of agreement ranges from "A" = STRONGLY AGREE to "E" = STRONGLY DISAGREE.

1. My overall experience with the program was satisfactory.
2. Experiences in my major area of study was satisfactory.
3. Experiences in my second teachable (minor) were good.
4. I would choose to enroll in this training program again.
5. On-the-job training (work experience) was satisfactory.
6. I was satisfied with the amount of time spent in the work experience.
7. I was satisfied with the amount of time spent doing teaching practice.
8. The time selected for work experience was satisfactory.

9. The supervision I received was satisfactory.
10. The supervison I recieved from the college was good.
11. Experiences with student teaching were good.
12. The program, squeezed into 24 months, was too intensive.
13. In career terms the professional teacher education courses were beneficial.
14. The program was well organized.
15. I would recommend this program to a friend.
16. The program helped to develop my identity as an educator.
17. Course work helped me to apply theoretical knowledge in solving practical problems.
18. The program provided adequate preparation in teaching methodology.
19. The program emphasized the need for continuing professional development.
20. The program included preparation to teach at the polytechnic levels as well as trade schools.
21. Courses provided adequate exposure to computer technology.
22. The program prepared me to teach special needs students.
23. The program provided adequate practice teaching experience.
24. The program provided adequate work experience.
25. The program provided adequate preparation for teaching my area of expertise.

26. The program provided adequate time/courses to get more indepth knowledge in my area of expertise.
27. The program prepared me to organize my expertise for teaching purposes.
28. The program encouraged the development of my personal leadership skills.
29. The program tried to relate content to the Nigerian situation.
30. In assignments I was permitted to relate content to my knowledge of the Nigerian culture.
31. The program helped me clarify a philosophy of technical education.
32. The program helped me develop a strong positive professional image.
33. I am fully prepared as an instructor.
34. I need more industrial experience to be a good teacher.
35. I need more teaching practice in order to be a good teacher.
36. I need more knowledge in my area of expertise.
37. I have enough technical background for a teaching job.

VII. CAREER ASSESSMENT

Please indicate whether you STRONGLY AGREE or STRONGLY DISAGREE by marking the appropriate letter on the score card. Your level of agreement ranges from "A" = STRONGLY AGREE to "E" = STRONGLY DISAGREE.

1. I would prefer to teach my major area.
2. I would prefer to teach my minor area.
3. If given a choice I would rather have an engineering degree.
4. If given a choice I would rather have a science degree.
5. My first choice of a career when I get to Nigeria will be teaching.
6. I would like to work at my technology rather than teaching.
7. I am anxious to start teaching.
8. I think an engineering or science degree would be of more use.
9. I am committed to helping the Nigerian educational system.
10. I would rather practice my trade/technology than teach.
11. I would rather have a white collar job than a blue collar job.
12. I would rather work in a bank or government than in a trade.
13. When I return to Nigeria I will take the highest paying job.

14. A teaching salary even though lower than industry is sufficient.

VIII. INTERACTION WITH HOST CULTURE

Please indicate your levels of satisfaction or dissatisfaction with the following items by marking a number ranging form VERY SATISFIED to VERY DISSATISFIED.

VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED
A	B	C	D	E

1. Living conditions in Canada.
2. Security conditions in Canada.
3. Housing
4. Medical facilities
5. Travel while living in Canada
6. University housing
7. I was able to provide services to the community such as talks at church or clubs.
8. I have had a happy experience of living in Canada.
9. I have been happy with the Canadian living conditions.
10. The Canadian people I encountered were helpful and friendly.
11. Working/speaking in English did not present a problem.
12. My medical/health problems were always taken care of/solved.
13. Housing accommodations were satisfactory.

14. The Canadian climate was satisfactory.
15. Personal security was satisfactory.
16. Availability of goods and services was satisfactory.
17. I made friends with other students quite readily.
18. I made friends with Canadians in general quite easily.
19. I participated in a variety of enjoyable activities while in Canada.
20. I was able to take the opportunity to travel and see many parts of Canada.
21. The availability of food I wanted was satisfactory.
22. There was a wide variety of social activities in which I could have participated if I wanted to do so.

IX. SELF ASSESSMENT

Please indicate whether you STRONGLY AGREE or STRONGLY DISAGREE by marking the appropriate letter on the score card. Your level of agreement ranges from "A" = STRONGLY AGREE to "E" = STRONGLY DISAGREE.

1. I was able to deal very well with program planning.
2. I was able to deal very well with managing my time.
3. I was able to deal very well with the stress and pressures.
4. I was able to deal very well with the workload.
5. I was able to deal very well with money and finances.
6. I was able to deal very well with housing, clothing, etc.

7. I was able to deal very well with international travel.

8. I was able to deal very well with travel within Canada.

Please indicate your levels of satisfaction or dissatisfaction with the following items by marking a number ranging from VERY SATISFIED (A) to VERY DISSATISFIED (E).

1. Colleagues in Project	A	B	C	D	E

YOUR DETAILED OPINIONS

1. What would you say gives you the greatest pleasure as a vocational/technical teacher?

_____

_____

_____

2. What are the most satisfying features of your program?

_____

_____

_____

3. What are the most dissappointing features of your program?

_____

_____

_____

4. How would you like to see the program improved?

Courses: _____

Work Experience: _____

Teaching Practice: _____

Benefits/Allowances: _____

Others: _____

5. For an orientation prior to coming to a Canadian university;

Where should it be held? _____

Who should conduct it? _____

6. For an orientation prior to returning to Nigeria;

   Where should it be held? _____

   Who should provide/conduct it? _____

7. What should be included in an orientation to a new situation?

   _____

   _____

   _____

   _____

APPENDIX B

INSTRUCTOR/PROFESSORS/QUESTIONNAIRE

Please indicate your level of agreement (A=Strongly Agree; E=Strongly Disagree) on the score card for each of the following items. Also record your comments after each group of items.

Students' Aptitudes/Characteristics

The students:

1. express their ideas clearly in writing
2. express their ideas clearly verbally
3. identify their needs and difficulties
4. coped with difference of opinion
5. used their time available effectively
7. attended classes regularly
8. exhibited cooperation
9. were hard working and conscientious
10. involved themselves in class activities
11. exhibited tolerance in controversial topics
12. were enthusiastic about teaching
13. were productive members of group projects
14. integrated well with peers
15. dressed appropriately when attended class
16. personal problems did not affect class/course work adversely
17. participated in discussions and conversations
18. participated in professional teacher activities
19. acted in a mature, professional way

20. exhibited above-average abilities

21. exhibited above-average skills in practical activities

22. interacted well with peers

COMMENTS:

Organizational Ability

The Students:

23. prepared well prior to entering class

24. prepared well for assignments in class

25. exhibited logically developed ideas

26. mastered course material in an effective manner

27. spent adequate time in planning their work

28. placed personal and program goals in proper perspective

29. presented material in a logical format

COMMENTS:

Study Skills/Habits

1. were able to work independent

2. required much personal attention

3. used reference material effectively

4. demonstrated skills in the use of tools

5. demonstrated skills in the use of equipment

6. maintained the tools and equipment adequately

7. reported damaged tools and equipment

8. requested instruction about equipment operation
9. used the library effectively

COMMENTS:

Program Performance and Interest

The Students:

10. required additional practice teaching experience
11. required additional industrial experience
12. required extra lab/shop time to do practicla assignments
13. required additional theoretical work in vocational education
14. required additional practical work in vocational education
15. satisfied the course requirement adequately
16. met assignment due dates
17. found course work to be challenging
18. felt they met personal goals
19. exhibited ability to think and critically analyze ideas
20. grasped concepts adequately
21. found content to be applicable to their needs
22. were at least average in the amount of work done
23. were at least average in the quality of work done

COMMENTS:

Advisement

The Students:

24. responded well to advisement
25. followed advice provided
26. required more advisement time than Canadian students
27. changed courses more often than Canadian students
28. sought advice on their initiative
29. felt the advisement system was adequate
30. experienced difficulties when advice not sought
31. felt more advisement should have been available
32. familiarization with Canadian system minimized need for advice

COMMENTS:

APPENDIX C

GUIDELINE FOR QUESTIONING

CANADIAN STUDENTS

TENTATIVE GUIDELINE FOR QUESTIONING CANADIAN STUDENTS

1. Did you take a course with Nigerian students?

   Yes _____ Required _____

   No _____ Elective _____

2. Was the type of course primarily

   a. Classroom/lecture _____

   b. Individual work in shop/lab _____

   c. Group work in shop/lab _____

   d. Combination of (a) and _____

3. Was your association with Nigerian students mainly

   a. during class time _____

   b. outside of class _____

   c. both _____

4. What contact, of either a formal or informal nature, did you have with Nigerian students outside of regularly scheduled class time? - sports, club or committees, church activities, social events, casual friendships, etc.

5. Were you and Nigerian students in a course requiring group activities? Explain.

   IF YES - were Nigerians active members of the group(s), did they do their share of the work to be done?

   IF NO - was there a problem, what was the reaction of Nigerian students to group activities?

6. What positive things did you learn as a result of being in class with Nigerian students and/or associating with them? Explain 2 or 3 points.

7. What negative things did you encounter as a result of being in class with Nigerian students and/or associating with them? Explain 2 or 3 points?

8. Did having Nigerian students enrolled in some of your classes give a different "flavour or slant or direction" to that class(es) - a different direction than if the class comprised only of Canadian students? Was this beneficial?

9. Do you think that Nigerian students made an honest effort to integrate and get along with Canadians within the University and community - or they tend to stay in their own group(s)? Explain.

10. Do you think that it is of benefit to bring Nigerians/foreign students to the university for advanced training? Is it advisable for this particular teacher education type program?

11. What are some things which would make a better environment for both yourself and international students?

12. General comments as to impressions, things you particularly liked/dislike or were interested in learning, types of contacts, social encounters, etc.

APPENDIX D

This questionnaire opinionnaire was used with those who were involved in Nigerian student advisement activities. Therefore a selected sample of those involved as international student advisors, program advisors and counsellors were used for the study.

STUDENT ADVISOR QUESTIONNAIRE

Please indicate your level of agreement (A=Strongly Agree; E=Strongly Disagree) on the score card for each of the following items. Also record your comments.

Students:

1. required more advisement time than other international students
2. required more advisement time than other African students
3. responded well to advisement
4. followed advice provided
5. required more advisement time than Canadian students
6. sought advice on their own initiative
7. felt the advisement system was adequate.
8. experienced difficulties when advice not sought
9. felt more advisement should have been available
10. were always polite and courteous
11. participated in social activities
12. integrated effectively in the community
13. contributed to community activities
14. were satisfied with their educational program
15. were satisfied with campus life
16. were satisfied with community life
17. felt they met personal goals effectively
18. were adapted effectively to community living conditions

19. were adapted effectively to weather/climate

20. secured suitable living accommodations

21. were well accepted by the community

22. were active in campus activities

23. received an acceptable level of financial support

24. were satisfied with project communications

COMMENTS:

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